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| **Grade: 11** | | **Course: English III** | | | | | **Unit: A Growing Nation** | |
| **Common Core/Essential**  **Standard #:** | | **Description: Nineteenth Century Literature**  **(1800-1870)** | | | | | **Instructional Days: 40-59** | |
| **Learning Targets:**  Explain Transcendentalism and how it impacted the new nation.  Evaluate the role of literature and writing in the development of the American social identity**.** | | | | **Recommended Resources:**  Prentice Hall Literature  Rookies Guide to Research  Supplementary Novels and Texts | | | | |
| **Essential Terminology:**  Transcendentalism Emancipation  Democracy Enfranchisement | | | | **Online (only links specific to this standard):** | | | | |
| **Essential Readings:**  “The Devil and Tom Walker” “The Minister’s Black Veil”  From…*Moby Dick* From…*Nature*  From…*Self-Reliance* From….*Walden*  From*….Civil Disobedience* | | | | | | | | |
| **Essential Question:**   * What are the historical significances and literary merit of these selections? * What cultural connections can we make between literature and how we live today? * How is the growth of democracy reflected in the literature? * What is Transcendentalism, and why is it important to American Literature. | | | | | | | | |
| **Activating Strategy:**  Venn Diagrams, T-charts, mini-research projects, K-W-L, Journals, Webquests | | | | | | | | |
| **Suggested Instructional Tasks:**  Write a personal version of Civil Disobedience and identify the Transcendentalist characteristics within it.  C/C “ Letter from Birmingham Jail” and “Civil Disobedience”.  What is an “American”? Identify all the self monikers that typify an American. | | | | | | | | |
| **Literacy Component:**  Reading: Select texts in literature and informational texts that build evaluative and analytical skills. | Writing:  Peer editing, expository, research, narrative, and synthesis. | | | | Listening & Speaking:  Audio CDs, speeches, student presentations | | | Language:  Rhetorical devices, peer editing, evaluate for structure and meaning |
| **Summarizing Strategy:**  RAFT, TPEQEA, Didactical Journals | | | | | | | | |
| **Support for Differentiation:**  ELL  Translations of texts, English/Spanish Dictionary | | | EC  Collaborative Groups, Tiered Assignments, Abridged Texts | | | AIG  Technology presentations | | |

**Sample Formative Assessment (aligned to Learning Target):**

Reciprocal Teaching

Exit Cards

Learning Journals/Blogs

QOD – Question of the day on Fusion.